DOCUMENT RESUME

ED 231 843 TM 830 295

AUTHOR Roberson, Don R.; Kees, Patricia W.
TITLE The Individual: A Model for Addressing Specific Student Needs.
INSTITUTION Duval County Schools, Jacksonville, Fla.
PUB DATE Aug 82
NOTE 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, Montreal, Quebec, April 11-15, 1983).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Achievement; Accountability; *Computer Oriented Programs; Databases; Data Collection; Elementary Secondary Education; Health; *Individual Needs; *Instructional Improvement; *Needs Assessment; *Profiles; *Program Design; Self Concept
IDENTIFIERS *Individual Student Profile System

ABSTRACT

To provide services and instruction to students based upon identifiable needs, the Individual Student Profile (ISP) System (an automated database system, not yet implemented) was developed. ISP is designed to include three components: academic, health, and self-concept. These components were chosen to coincide with the three learning domains: cognitive, psychomotor, and affective. The goals of the model is to provide the classroom teacher and other school personnel with current data concerning variables that would impact the learning of the individual student. From the compiled data individual, class, school, and district profiles could be generated for educational accountability and quality education which addresses the needs of the individual. (PN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED231843

THE INDIVIDUAL: A MODEL FOR ADDRESSING SPECIFIC STUDENT NEEDS

Don R. Roberson
Patricia W. Kees

Division of Research, Planning and Evaluation
Duval County
Jacksonville, Florida

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P. W. Kees

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TM 830 295

August, 1982

Produced in the United States

THE INDIVIDUAL SCHOOL PROFILE: SYSTEMATIC MODEL FOR ADDRESSING SPECIFIC STUDENT NEEDS

Introduction

The research and development of The Individual Student Profile Model was a direct response to the ever-increasing demand from citizens that educators become accountable for the provision of equal educational opportunities to all students. In 1976, Florida's Accountability Act was enacted. In response to this act, the Duval County Public School System conducted from 1979-81 a districtwide profile of its own large urban school district. This study, involving 134 schools, covered an eighteen month time frame and integrated a data base of seventy-seven centrally-housed variables which impacted students and concerned individual schools and many institutional elements (The District Profile Study, presented AERA, 1982). The Individual Student Profile Model is a logical continuation of this District's determination to develop systems whereby the needs of each student are identified and, thus, to direct resources for individual needs more effectively.

Rationale and Objectives

Since 1976, a major goal of the Duval County Public School System has been to provide a quality learning environment while challenging students to maximize their academic achievement and develop to the fullest their personal potential. The District has assumed the responsibility for being held accountable for determining and, then, providing for these school and individual student needs. In the needs assessment process, the District has moved from a districtwide profile to the development of the current Individual Student Profile Model (ISP). The development of this

model was supervised by the Division of Research, Planning and Evaluation at the request of the School Board. The Superintendent, Herb A. Sang, established a task force of principals, teachers and central staff to determine the variables and the methodology. This model is unique in the nation. It is designed to ensure for individual student accountability while concurrently emphasizing data based management and districtwide efficiency.

The stated objectives of the model are assessment, refinement and, ultimately, accountability. The three major areas of student assessment are academics, health and self-concept. The foremost criterion is that each of the thirty-six variables (minimum) must be observable and/or measurable. The major goal of the model is to provide the classroom teacher and other school personnel with current data concerning at least thirty-six variables which impact the learning of the individual student.

Methods and Techniques

Prior to the selection of the variables and development of the model, a literature review was conducted to determine if other school districts had developed such a system. It clarified, along with input from the task force, the variables which should be included. The model is designed to place major task work on the computer and minimal paperwork on the teacher. This cost effective, data-based model involves parents as well as school personnel.

Students in grades 3, 5, 8, and 10 (approximately 35,000 students) are the target population. This decision allows for individual student assessment in all three areas (academics, health, self-concept) a minimum of four times during their K-12 academic years. The classroom teacher will be required to complete only one computer-generated class list,

which will be for the self-concept inventory. Any deficiencies in school-related, observable self-concept variables will be bubbled on the single scan sheet. A health survey will be sent to all parents of the target group. When returned, if there are health problems, these may be bubbled onto the scan sheet by any school clerical personnel. The academic inventory will be computer generated by the Division of Research, Planning and Evaluation.

Once completed, the health inventory and the self-concept inventory will be returned to the Division of Research, Planning and Evaluation. This data will be merged with testing information already in the Division data bank. Within four weeks, each teacher, of the students involved, will receive a class academic profile, a class health profile and a class self-concept profile. These are to be used for identifying as many as five students most in need of additional assistance. If this assistance is not available at the school level, central Staff personnel become responsible for assisting in identifying and obtaining appropriate resources. With these three class profiles (academic, health, self-concept) the teacher can customize instruction based on a sound informational profile for each class.

There are additional data provided to benefit the schools. Individual student profiles (on a single sheet) will be computer generated for the student's folder for use in counseling and career and future planning. In addition, the total class profiles will provide a stronger data based needs assessment for principals when requesting additional support services.

Data Source

The data base was not designed around a preselected list but rather, generated by school-based personnel serving as members of the task force. The two primary considerations for the inclusion of a particular variable were whether it was measurable/observable and that it was school related - had impact on a student's well-being in the educational environment. The data base was then categorized: academics, health, and self-concept with appropriate biographic data included.

Educational Importance

The impact of this model lies in its generalizability to both large and small school districts. It is a significant step in being a design whereby a school district may identify the uniqueness of the individual student and in so doing address that student's needs. This model serves to demonstrate a cost-effective, human efficient system for truly being accountable educators. Such a student-based accountability model should provide for quality decision-making for the individual student. It should also provide local school leaders with the necessary, valid data for the making of districtwide decisions concerning all of their students. Such profiles can be used for improving the educational process. This is being done in Duval County.

SUMMARY

Educators have not always considered the degree of impact of variables on a student's educational achievement. Their importance, however, is now being cited by many (Rutter, Maughan, Brookover, etc.). Our districtwide profile indicated the influence of many variables upon academic growth. Now, with the development of the Individual Student Profile Model this District has an assessment tool to bring about refinement of the total District's operation. The ISP model, combined with the districtwide assessment, can immediately redirect resources while concurrently channeling this data into management, staffing, budgeting, instructional strategies and so forth. It is one more step in reaching complete educational accountability and an important and unique model to assure a quality education which addresses the needs of the individual.

APPENDICES

Variables Used in Study

Literature Reviewed

VARIABLES OF THE INDIVIDUAL STUDENT PROFILE

Academics

A. Elementary

1. Promoted
2. IMS Reading - Teacher Judgement
3. IMS Math - Teacher Judgement
4. Essential Skills Test - Reading - Passed
5. Essential Skills Test - Math - Passed
6. Stanford Achievement Test - Reading - Scored at 50th percentile or above
7. Stanford Achievement Test - Math - Scored at 50th percentile or above
8. PREP Preventative Strategy
9. Florida State Assessment Program Grade 3 - Remediation
10. Failed other academics
11. Florida State Assessment Program Grade 5 - Remediation

B. Secondary

1. Florida State Assessment Program Grade 8 - Remediation
2. Minimum Level Skills Test - Language Arts - Grade 8
3. Minimum Level Skills Test - Math - Grade 8
4. Minimum Level Skills Test - Science - Grade 8
5. Minimum Level Skills Test - Social Studies - Grade 8
6. Stanford Achievement Test - Grade 8
7. Florida State Assessment Program - Grade 10 - Remediation
8. Minimum Level Skills Test - Language Arts - Grade 10
9. Minimum Level Skills Test - Math - Grade 10
10. Minimum Level Skills Test - Science - Grade 10
11. Minimum Level Skills Test - Social Studies - Grade 10
12. Stanford Achievement Test - Grade 10

Biographic Data

1. Student's name
2. Student's identification number
3. Sex
4. Address
5. Parents' name
6. Phone number

7. Birthdate
8. School Number
9. School name
10. Grade
11. Homeroom
12. Ethnic Group
13. Homeroom teacher's name
14. Special program(s) student is in
15. Immunization status
16. Free or reduced lunch

Health Survey

1. Pulmonary/lungs
2. Heart
3. Diabetes
4. Epilepsy
5. Kidney
6. Blood disorder
7. Physical activity limitations
8. Vision
9. Hearing
10. Allergy
11. Asthma
12. Other

Self-Concept Inventory

1. Goals/Effort
2. Discipline/Responsibility
3. Failure/Criticism
4. Independent/Interdependent
5. Pride/Appearance
6. Assertive/Expression
7. Courtesy/Consideration
8. Empathy/Listening
9. Participation/Fairness
10. Interaction
11. Receptive/Praise
12. Respect/Others, Property

BIBLIOGRAPHY

Bellanca, James A., Grading: NEA Professional Studies, Washington D.C.: National Education Association, 1978.

Cajon Valley Unified School District, Reporting to Parents: An Individualized Approach, 1973.

Cambridge Independent School District 911, Student Evaluation -- Parent Report Cambridge Junior High School, Cambridge, Minn., 1973.

Capistrano Unified School District, Reporting Pupil Progress (K-6) Teacher's Guide 1, 1973.

DeSpain, B.C., "Telling Parents About Their Children", Catalyst for Change, Vol. 2, No. 2, pp. 20-21 and 23, Spring, 1973.

Duff, Charles F., "Non-Traditional Approaches to Student Evaluation" paper presented at the annual meeting of the American Association of School Administrators, February, 1977.

Fennessey, James J., Focused Flexibility in a Secondary School: A Description and Analysis, Baltimore, Maryland, Center for the Study of Social Organizations of Schools, John Hopkins University, 1973.

Iowa State Department of Public Instruction, Reporting Pupil Progress in Special Classes for the Mentally Retarded, Des Moines, Iowa, 1968.

Johnson, Larry, New Student Evaluation Forms: Pupil Achievement Report Pupil Report for Team Classes Grade 7, Pupil Report for Team Classes Grade 8, Minneapolis, Minn., Minneapolis Public Schools, Department of Research and Evaluation, 1972.

Krause, Dorothy Loretta, A Study of Present Practices and Attitudes Concerning the Letter Grading System of Secondary School Language Arts Teachers and Administrators of Oahu, Hawaii, Ann Harbor, Michigan, University Microfilms, 1969.

Long Beach Unified School District, Manual for Preparing Elementary Progress Reports, Grades 1-6, 1973.

Longstreet, Wilma S., "The Grading Syndrome", Educational Leadership, Vol. 32, No. 4, pp. 243-6, January, 1975.

Miles, William R., Reporting Student Progress, Madison, Wisconsin, Wisconsin University, 1977.

Ongiri, David O., School and Home Communication: A Guide for Parents and Teachers, Millersville, Pa.: David O. Ongiri (233 Herr Avenue), 1973.

Stewart, William J., "A Multi-Dimensional Evaluating-Reporting System in the Elementary School", Reading Improvement, Vol. 12, No. 3, pp. 174-176, February, 1975.